NH Arts Model Graduation Competencies

February 10, 2015

- **Who**
  - **21 educators + 2 administrators with DOE and other experts**

  - **PACE schools represented**

- **How**
  - **3 face to face meetings**

- **Feedback**
  - ○ **22 educators + administrators responded with feedback about the draft arts competencies**
  - ○ **Results in a moment…**

Final Draft

New Hampshire students will be college and/or career ready by demonstrating learning in each of the four arts competencies in one or more of the arts disciplines of *dance*, *media arts*, *music*, *theatre*, and *visual arts* to achieve artistic literacy.

Competencies	Demonstrations of Learning
Creating **Applying the skills and language of a specific arts discipline, students will demonstrate the ability to *create* in the arts.**	For creating, students will apply the skills and language of a specific arts discipline to **conceive** and **develop** artistic ideas and work by: • generating, conceptualizing, and organizing artistic ideas • refining and completing artistic ideas
Presenting **Applying the skills and language of a specific arts discipline, students will demonstrate the ability to *present* in the arts.**	For presenting, students will apply the skills and language of a specific arts discipline to **convey meaning** and **communicate ideas** of completed works by: • analyzing, interpreting, and selecting artistic works for presentation • realizing, developing, and refining artistic works for presentation
Responding **Applying the skills and language of a specific arts discipline, students will demonstrate the ability to *respond* in the arts.**	For responding, students will apply the skills and language of a specific arts discipline to **evaluate** how artworks convey meaning by: • perceiving and analyzing artistic work • interpreting intent and meaning of artistic work • applying criteria to artistic work
Connecting **Applying the skills and language of a specific arts discipline, students will demonstrate the ability to *connect* in the arts.**	For connecting, students will apply the skills and language of a specific arts discipline to **relate** personal meaning and external context to specific works of art and during the art-making process by: • synthesizing and relating knowledge and experience to artistic ideas and artistic work • applying societal, cultural, and historical contexts to artistic ideas and artistic work

Resources: 2014 National Core Arts Standards; 1994 & 2007 Framework for the National Assessment of Educational Progress; 2013 College Board Research - State and Media Arts Report; 2013 College Board Research - International Standards for Arts Education Report; National Center for Education Statistics, Secondary Course Code Descriptions; 2001 NH Curricular Framework for the Arts; Ed 306.311 New Hampshire Minimum Standards for School Approval, arts programs.

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Artistic Process Model

- The **competencies** are based on four artistic processes:

Creating

Presenting

Responding

Connecting

These processes are shared by all 5 arts disciplines: Dance, Media Arts, Music, Theatre, Visual Arts

Demonstrations of Learning

- The language was crafted collaboratively by the NH Arts Model Competencies committee

- The competencies and demonstrations of learning are based on several bodies of work (see bibliography).

- Describe the expected rigor and skill required of students to be fully invested and engaged in each of the artistic processes.

- Provide broad guidance for teachers and students that demand cognitive rigor, 21stC skills, and artistry.

- Local curricula and standards provide specific student indicators.

Opening phrase for each competency: <u>Applying the skills and language of a specific arts discipline</u>, students will demonstrate the ability to *create* in the arts.

Demonstrations of learning opening phrase: For *creating*, <u>students will apply the skills and language of a specific arts discipline</u> to …

Creating

Applying the skills and language of a specific arts discipline, students will demonstrate the ability to *create* in the arts.

For creating, students will apply the skills and language of a specific arts discipline to <u>conceive</u> and <u>develop</u> artistic ideas and work by:

- generating, conceptualizing, and organizing artistic ideas
- refining and completing artistic ideas

Presenting

Applying the skills and language of a specific arts discipline, students will demonstrate the ability to *present* in the arts.

For presenting, students will apply the skills and language of a specific arts discipline to <u>convey meaning</u> and <u>communicate ideas</u> of completed works by:

- **analyzing, interpreting, and selecting artistic works for presentation**

- **realizing, developing, and refining artistic works for presentation**

Responding

Applying the skills and language of a specific arts discipline, students will demonstrate the ability to *respond* in the arts.

For responding, students will apply the skills and language of a specific arts discipline to <u>evaluate</u> how artworks convey meaning by:

- perceiving and analyzing artistic work

- interpreting intent and meaning of artistic work

- applying criteria to artistic work

Connecting

Applying the skills and language of a specific arts discipline, students will demonstrate the ability to *connect* in the arts.

For connecting, students will apply the skills and language of a specific arts discipline to <u>relate</u> personal meaning and external context to specific works of art and during the art-making process by:

- synthesizing and relating knowledge and experience to artistic ideas and artistic work

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Feedback
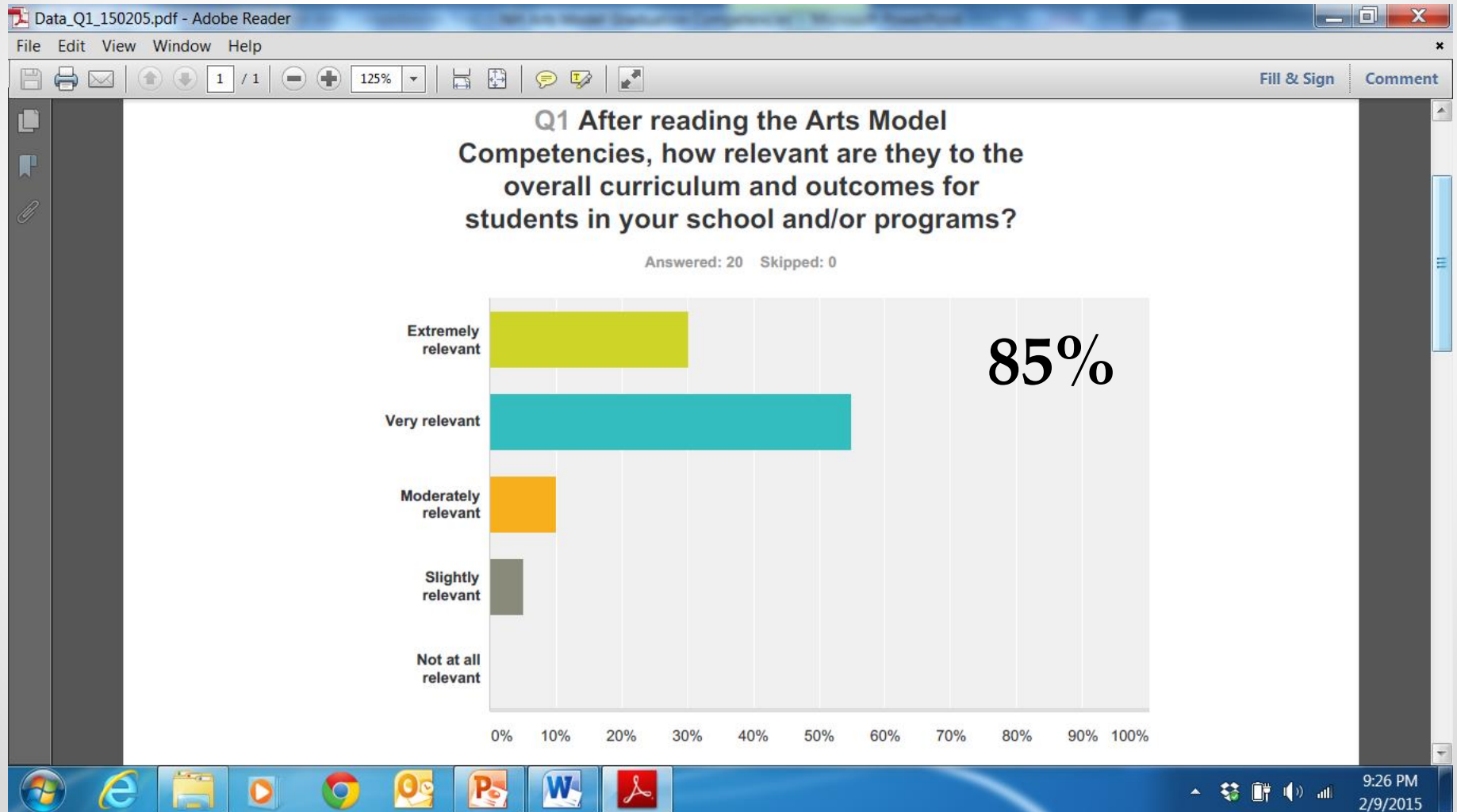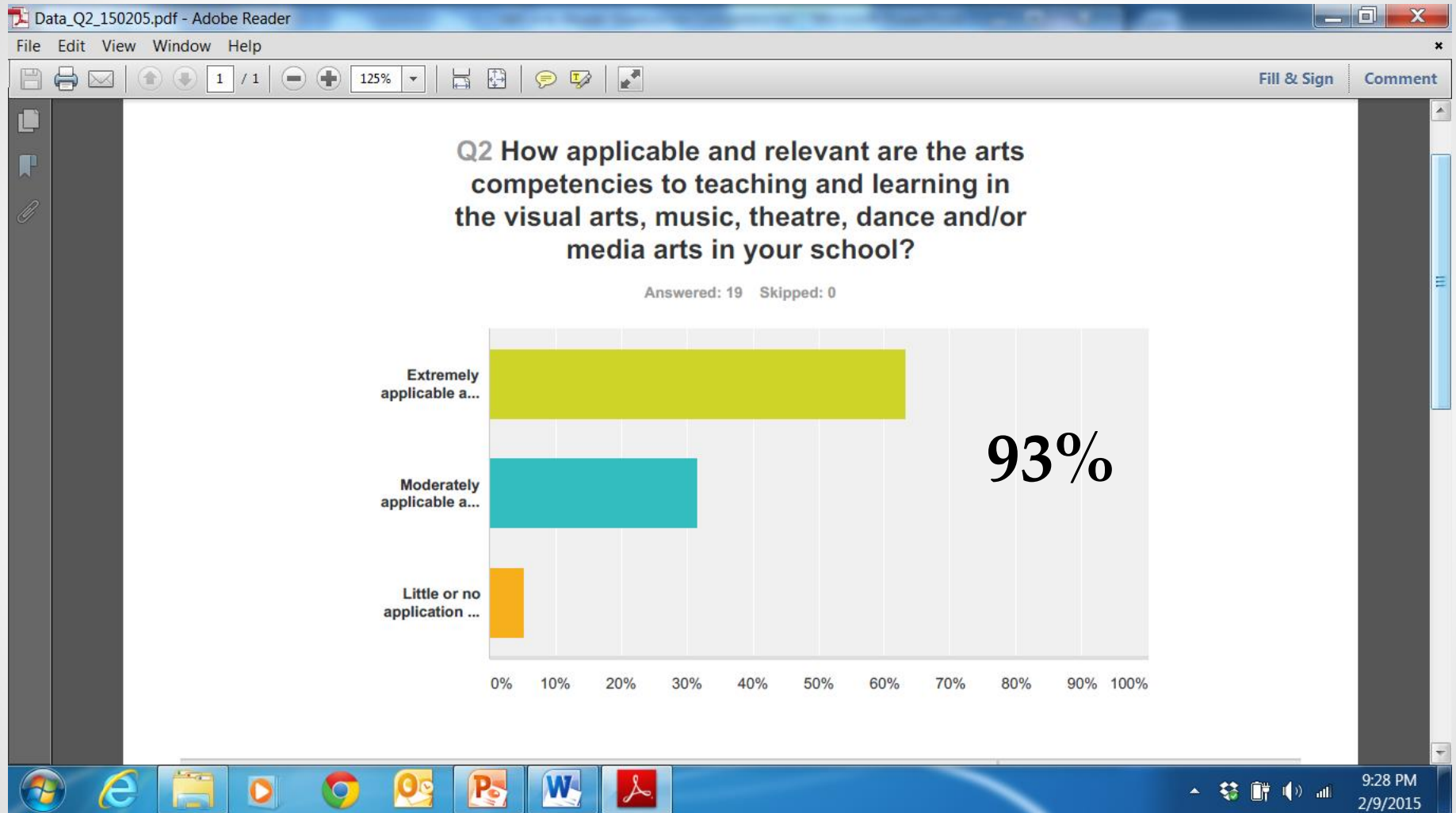
What do you like most about the competencies?

I love the simplicity (one page) and the all encompassing aspect. It reminds us to include all 4 competencies all the time. Yet it feels doable, not so overwhelming as it would be with too many details.

I like that they address the artistic processes. The processes are clearly defined with specific criteria. They are broadly stated so that they can be applied to all art disciplines.

Having it written is only the first step. We now need to apply this document in a meaningful way and work diligently

with all teachers of different disciplines to help them understand what the arts competencies represent in

educating students at a high level.

If you were to make changes to these competencies, what would that be?

I would give specific examples for each grade level showing exactly what the competencies look like in the classroom. e.g. What does a lesson in which "Creating" is being taught and demonstrated look like in Kindergarten. What are some of the assumptions that are made about the students at this level that would make such a lesson possible and logical?

First to learn the language of music and then learn to create. This process takes quite some time, and not all schools offer music theory in order to move on to the level of actually writing music.

So what *does* it look like for specific arts disciplines?

To Keep In Mind

- **Professional development is needed to help teachers and administrators understand what each competency means and how each competency applies to the learning and outcomes in their specific arts discipline.**

- **The arts competencies are not the means to the end but describe the big ideas/end goals of learning over time.**

- **The competencies are supported by standards.**

- **Performance tasks are needed to help teachers understand what the competencies look like in practice and how they can be used to measure student learning.**

Competencies in Action Student Work

- [Sanborn Regional HS](#)

- [Pinkerton: dance program](#)

- [Griffin Memorial Middle School Chorus](#)

- [Alvirne HS Marching Band](#)

- [Thespian Festival 2015](#)

- [Windham HS](#)

- [CBS This Morning](#)